

English Learner District/School Plan (LAU Plan)

2015-2016

Identification	Home Language Survey (HLS) <i>(given to all students upon enrollment in the district/school)</i>	Person responsible for collecting HLS information: (clerk, secretary, counselor, etc) _____
	HLS in enrollment documents <input style="width: 30px; height: 20px; border: 1px solid gray;" type="checkbox"/>	
	If language observation checklist used to determine eligibility for W-APT screener, housed in EL folder <input style="width: 30px; height: 20px; border: 1px solid gray;" type="checkbox"/>	
	Person responsible for using HLS information or language observation checklist and screening students on the W-APT screener or MODEL assessment: _____	
	Responsible party certified to give the W-APT screener <input style="width: 30px; height: 20px; border: 1px solid gray;" type="checkbox"/>	Person responsible for entering EL information into district data collection system after students qualify for EL identification on screener (Infinite Campus): _____
	Date of online training completion: _____	
Parent Notification (transact.com) Parents should be notified within 30 days of their child being identified as an English Learner. <i>*schools should attempt to make all parent communications and outreach available in the parent/guardian's primary language</i> Person Responsible: _____		

EL Services/	When designing an English language development program consider these factors from Castaneda v. Pickard (1981): <ol style="list-style-type: none"> 1. The program must be based on sound educational theory and pedagogy 2. The program must be adequately supported, with adequate and effective staff and resources, so that the program has a realistic chance of success; and 3. The program must be periodically evaluated, and if necessary, revised
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ACCESS 2.0 (annual ELP test)	Describe EL Program: (do not include core academic instruction that all students (EL or non-EL) receive) <i>*see link for more information http://opi.mt.gov/pdf/Bilingual/Supplement_vs_SupplantInfo.pdf</i> <hr/>
	Program Evaluation Questions: If EL students are taught within the classroom, are they receiving additional assistance with language instruction? _____ Are EL students learning content knowledge and skills, as well as making progress in learning the English language? What is the evidence? _____ Describe curriculum/resources/materials used for EL Instructional Program: <hr/> <hr/> <hr/>
	Staff Accountable for Instruction and EL Program: <hr/>
	English Learner Plan: (for each EL to determine language goals, benchmarks and accommodations or adaptations within the classroom and subsequently on assessments) http://www.opi.mt.gov/pdf/Bilingual/ELLearnerPlan.pdf <hr/> <hr/>

ACCESS 2.0 (annual ELP test)	Students are marked correctly in the district's data system (Infinite Campus) <input type="checkbox"/> <ol style="list-style-type: none"> 1. June 30-exit decisions need to be made and updated 2. September 30-program participation for all ELs (including newly identified ELs) needs to be updated 	System Test Coordinator: <hr/>
	Identification Information: http://www.opi.mt.gov/pdf/Bilingual/14LEPCriteria.pdf Exit Information: http://www.opi.mt.gov/pdf/Bilingual/ProficiencyCriteria_LEP.pdf	Test Coordinator for ELP test identified and contacted <input type="checkbox"/> (connect with Yvonne Field in the Assessment Department, yfield@mt.gov , 406-444-0748)
Test Coordinator(s) and Test Administrator(s) passed WIDA online training module by the end of November (wida.us) <input type="checkbox"/>		

<p>Test Coordinator(s): _____</p> <p>Test Administrators: _____ _____ _____</p>	<p>Responsible person for creating the testing schedule and completing make up tests: _____</p>
<p>Person responsible for sending Parent Access Reports home to families of EL students: (The System Test Coordinator will receive ACCESS data letters in early April)</p> <p>_____</p>	
<p>ACCESS 2.0 Data Reports Checklist</p> <ol style="list-style-type: none"> 1. District Frequency Report given to superintendent <input type="checkbox"/> 2. School Frequency Report given to school principal <input type="checkbox"/> 3. Student Roster Report given to principal, counselor, ELL specialist <input type="checkbox"/> 4. Teacher Reports given to content teachers and a copy placed in EL folder inside cumulative folder <input type="checkbox"/> 5. Parent/Guardian Report given or mailed to parents <input type="checkbox"/> <p style="text-align: center;"><i>*translations available for parent letters and reports available on wida.us</i></p>	

EL Data Team	<p>Members of EL Data Team/Position:</p> <p>*chair _____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Meeting Dates Established (recommended to meet minimally once in the fall and once in the spring)</p> <div style="text-align: right; margin-top: 20px;"><input type="checkbox"/></div>
	<p>Fall Meeting: _____ date: _____</p> <p>Objective: review ACCESS data with classroom teachers and create language goals for students and plan for sheltering/scaffolding/differentiating instruction. Share ACCESS data with students during student data meeting.</p>	
	<p>Spring Meeting: _____ date: _____</p> <p>Objective: review new ACCESS data and determine students who qualify to exit from EL services and update Infinite Campus (exit decisions must be made by June 30)</p>	

Documents for EL Data Team Meetings:

<http://www.opi.mt.gov/pdf/Bilingual/ELProgressReviewForm.pdf>

Professional Development Plan/Instructional Materials for ELs

Describe professional development for staff on specific strategies for effective language development for ELs:

What professional development opportunities will be provided for classroom teachers around specific methodologies to target the language needs of EL students?

EL Folder (could be housed electronically)

Recommendation to house EL materials in a colored folder in students' cumulative folder:

- Home language survey or teacher observation checklist for second language
- W-APT screener results and/or MODEL results
- ACCESS Teacher Report
- Copy of ACCESS Parent Report
- English Language Learning Plan or Individualized Learning Plan
- ELP Annual Data Review Documents
- 2 year monitoring documents (after student is exited from LEP status)

***could include letters of participation, AMAO and notes from parents*

Data Team should have a plan monitor former EL students for 2 years after being exited from services.



ESL/ELL Certified Staff

If an IEP is being created or updated for an EL student, EL staff must be present for meeting.

Responsible Person: _____

	<p>Yearly Review of the Effectiveness of the EL Program and Progress of EL Students</p> <p>Date: _____</p>
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Additional Title III Materials	<p>AMAO Letters sent to all current EL students and families Parents should be notified within the first 30 days of the school year (transact.com)</p> <p>Responsible Person: _____</p>
	<p>Parent Notification (transact.com) Parents should be notified within 30 days of their child being identified as an English Learner.</p> <p>Responsible Person: _____</p>
	<p>If a consortia member, Title III plan sent to fiscal agent for input on E-Grant application.</p> <p>Responsible Person: _____</p>
	<p>End of year report filled out on E-grants (all Title III districts must complete by 9/30)</p> <p>Responsible Person: _____</p>

****This section is for only districts that receive Title III funding**

Resources

- **“Dear Colleague” Letter regarding common Office of Civil Rights Issues for ELs**
<http://www.opi.mt.gov/pdf/Bilingual/15JanELPGuidance.pdf>
- **US Education Department Information on Title III**
<http://www2.ed.gov/policy/elsec/leg/esea02/pg39.html>
- **Frequently Asked Questions/Non Regulatory Guidance from the USED**
<http://www2.ed.gov/programs/sfgp/nrgcomp.html>

Teacher Resources

Colorin Colorado

<http://www.colorincolorado.org/>

WIDA (World-Class Assessment and Design)

<https://www.wida.us/>

The Teaching Channel Focus on ELs

<https://www.teachingchannel.org/blog/2014/10/24/engaging-english-language-learners-in-conversations-ousd/>

Stanford Understanding Language

<http://ell.stanford.edu/>